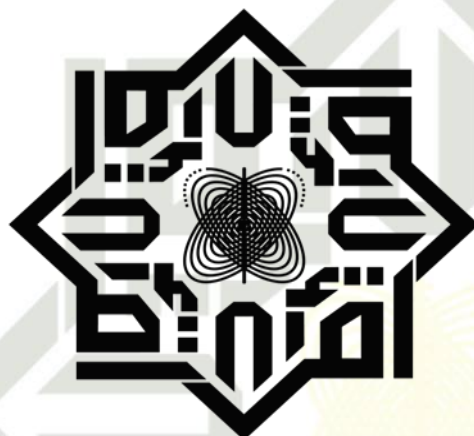




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THE CORRELATION BETWEEN STUDENTS' MASTERY OF SIMPLE PAST TENSE AND THEIR ABILITY TO WRITE RECOUNT PARAGRAPHS AT THE ELEVENTH GRADE OF MAN 2 MODEL PEKANBARU



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**THE CORRELATION BETWEEN STUDENTS' MASTERY OF
SIMPLE PAST TENSE AND THEIR ABILITY TO WRITE
RECOUNT PARAGRAPHS AT THE ELEVENTH
GRADE OF MAN 2 MODEL PEKANBARU**

Thesis

Submitted in Partial Fulfillment of the Requirements for
Undergraduate Degree in English Education
(S.Pd.)



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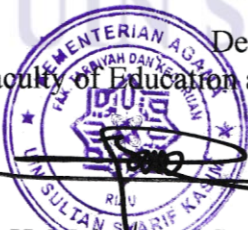
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Pekanbaru, November 25th 2019
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ABSTRACT

Wahyuni Yendriani, (2019): The Correlation between Students' Mastery of Simple Past Tense and Their Ability to Write Recount Paragraphs at The Eleventh Grade of MAN 2 Model Pekanbaru

This research was conducted based on students' problem in writing. Therefore, This research had two variables, students' mastery in simple past tenses as an independent variable and students' ability to write recount paragraphs as a dependent variable. This research was aimed 1) to find out how students' mastery in simple past tense, 2) to find out how students' ability to write recount paragraphs, 3) to find out the significant correlation between students' mastery in simple past tense and their ability to write recount paragraphs. This research was a correlational research. The subject of this research was the eleventh grade students at MAN 2 Model Pekanbaru whereas the object of this research was the correlation between students' mastery in simple past tense and their ability to write recount paragraphs. The population of this research was 28 students. To choose the sample, the researcher used convenience sampling technique and got 28 students as the sample. In collecting the data, the researcher used multiple choice test for students' mastery in simple past tense and writing test for students' ability to write recount paragraphs. From the data analysis which had been done by using SPSS 22.0 version, it could be seen that there was a significant correlation between students' mastery in simple past tense and their ability to write recount paragraphs. It could be shown that the probability of score sig.t is 0.005, smaller than the significant alpha of 0.05 (sig.t < 0.05). It meant that H_0 was rejected and H_a was accepted. In other words, there was a significant correlation between students' mastery in simple past tense and their ability to write recount paragraphs. The researcher also found that 69.22% writing recount paragraphs ability at the eleventh grade of MAN 2 Model Pekanbaru was influenced by simple past tense mastery. Then, the other 30.78% was influenced by other factors.

Keywords: *Correlation, Students' Mastery of Simple Past Tense, Write Recount Paragraphs Ability*

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ABSTRAK

Wahyuni Yendriani, (2019): Hubungan antara Pemahaman Siswa pada Kalimat Simple Past dan Kemampuan Siswa untuk Menulis Recount Paragraf di Kelas Sebelas MAN 2 Model Pekanbaru

Penelitian ini dilakukan berdasarkan masalah siswa dalam menulis. Oleh karena itu, Penelitian ini memiliki dua variabel, penguasaan kalimat *simple past* sebagai variabel independen dan kemampuan menulis paragraf *recount* sebagai variabel dependen. Penelitian ini bertujuan 1) untuk mengetahui bagaimana penguasaan siswa pada kalimat *simple past*, 2) untuk mengetahui bagaimana kemampuan menulis siswa pada paragraf *recount*, 3) untuk mengetahui apakah ada hubungan yang signifikan antara penguasaan siswa pada kalimat *simple past* dan kemampuan menulis mereka pada paragraf *recount*. Penelitian ini adalah penelitian *correlational*. Populasi dalam penelitian ini adalah 28 siswa. Untuk mengambil sampel, peneliti menggunakan teknik sampel kemudahan dan mendapatkan 28 siswa sebagai sampel. Dalam pengumpulan data, peneliti menggunakan tes pilihan ganda untuk mengukur penguasaan kalimat *simple past* siswa dan tes tulis untuk mengukur kemampuan menulis. Untuk menganalisis data, peneliti menggunakan korelasi *pearson product moment*. Dari data yang telah dianalisis dengan menggunakan SPSS versi 22, dapat dilihat bahwa ada korelasi yang signifikan antara penguasaan siswa pada kalimat *simple past* dan kemampuan menulis mereka pada paragraf *recount*. Hal tersebut dapat dilihat dari nilai probabilitas sig.t adalah 0.005 lebih kecil dari nilai α 0.05 ($\text{sig.t} < 0.05$). Itu berarti H_0 ditolak and H_a diterima. Dengan kata lain ada korelasi yang signifikan antara penguasaan siswa pada kalimat *simple past* dan kemampuan menulis mereka pada paragraf *recount*. Peneliti juga menemukan bahwa 69.22% dari menulis pada paragraf *recount* siswa kelas sebelas MAN 2 Model Pekanbaru dipengaruhi oleh penguasaan mereka pada kalimat *simple past*. Kemudian, 30.78% lainnya dipengaruhi oleh faktor lain.

Kata Kunci: *Hubungan, Penguasaan Siswa pada Kalimat Simple Past, Kemampuan untuk Menulis Paragraf Recount*

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ملخص

وحيوني يندرياني، (2019): الارتباط بين فهم جمل الفعل الماضي ومهارة الكتابة لدى التلاميذ في كتابة فقرة الخبرات في الفصل الحادي عشر بالمدرسة الثانوية الإسلامية الحكومية النموذجية بكنبارو.

خلفية هذا البحث مشكلات التلاميذ في الكتابة. ويتكون هذا البحث من المتغيرين، وهما الاستيعاب على جمل الفعل الماضي كالمتغير المستقل ومهارة كتابة فقرة الخبرات كالمتغير غير المستقل. وأما أهداف هذا البحث فهي (1) معرفة استيعاب جمل الفعل الماضي لدى التلاميذ، (2) معرفة مهارة كتابة فقرة الخبرات لدى التلاميذ، (3) معرفة الارتباط الهام بين فهم جمل الفعل الماضي ومهارة الكتابة لدى التلاميذ في كتابة فقرة الخبرات. هذا البحث بحث ارتباطي. مجتمع هذا البحث 28 تلميذاً. أسلوب تعيين العينة في هذا البحث هو أسلوب تعيين العينة العشوائية والعينة هي 28 تلميذاً. ومن أجل جمع البيانات فاستخدمت الباحثة اختباراً باختيار من متعدد لتقدير استيعاب جمل الفعل الماضي لدى التلاميذ ثم الاختبار التحريري لتقدير مهارة الكتابة. ومن أجل تحليل البيانات فاستخدمت الباحثة ارتباط ضرب العزوم لبيورسون. بناء على البيانات التي تم تحليلها من خلال البرنامج الإحصائي للعلوم الاجتماعية رواية 22 يوجد الارتباط الهام بين فهم جمل الفعل الماضي ومهارة الكتابة لدى التلاميذ في كتابة فقرة الخبرات، وذلك بالنظر إلى نتيجة احتمال $0,005 < 0,05$ أصغر من نتيجة ألفا $0,05$ (سيج.ت $0,05 > 0,05$) فأصبحت الفرضية مردودة والفرضية البديلة مقبولة، أو بعبارة أخرى بأنه يوجد الارتباط الهام بين فهم جمل الفعل الماضي ومهارة الكتابة لدى التلاميذ في كتابة فقرة الخبرات. وبالإضافة إلى ذلك، وجدت الباحثة أن 69,22% من عينة فقرة الخبرات لدى تلاميذ الفصل الحادي عشر بالمدرسة الثانوية الإسلامية الحكومية النموذجية بكنبارو أثر عليها استيعابهم على جمل الفعل الماضي. وأما الباقي بقدر 30,78% فأثر عليه وغير آخر.

الكلمات الأساسية: الارتباط، استيعاب جمل الفعل الماضي لدى التلاميذ، مهارة كتابة فقرة الخبرات.

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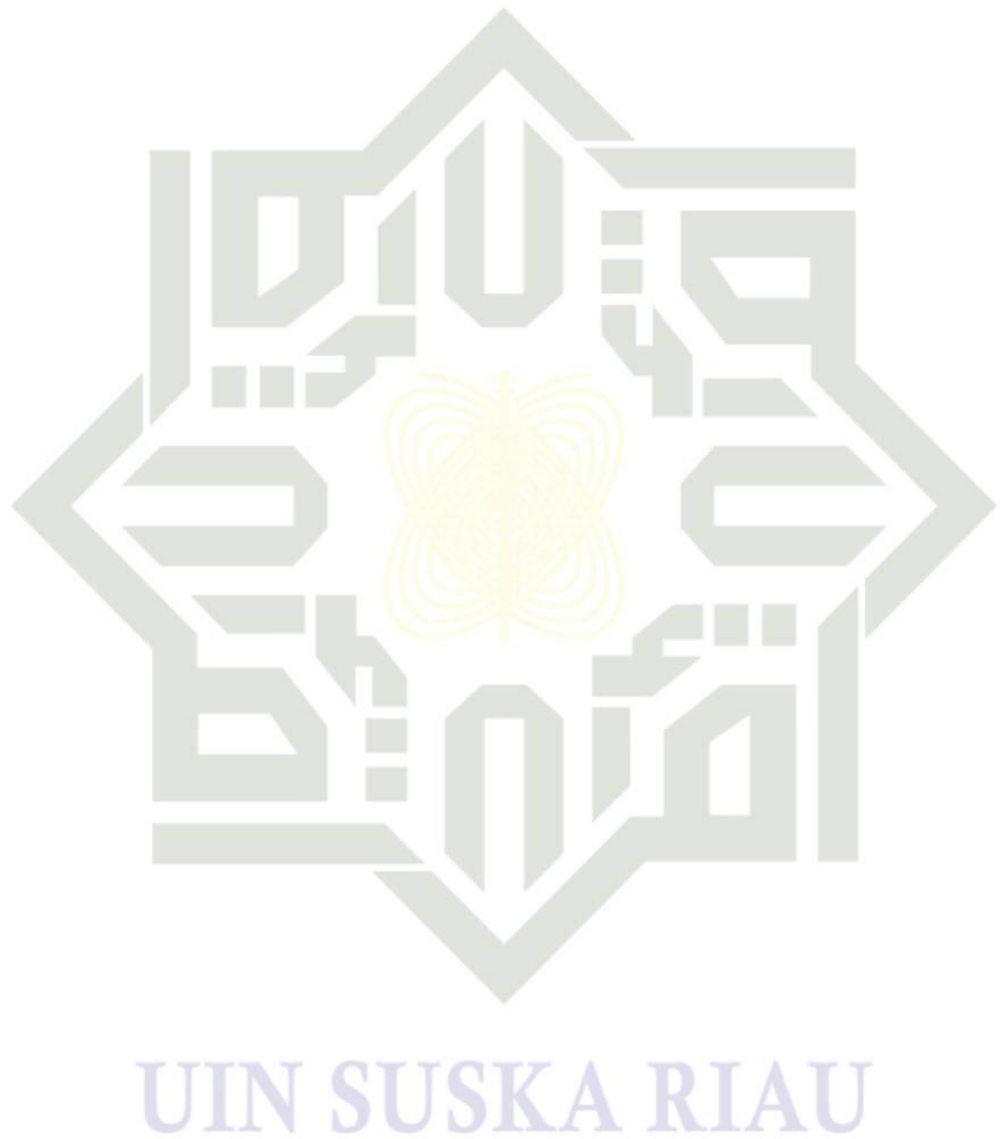


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CHAPTER I

INTRODUCTION

A. Background of The Problem

English is taught as a foreign language in Indonesia. It starts to learn from kindergarten, elementary school, junior high school to senior high school. In learning English, students will learn some skills namely reading, speaking, listening and writing. Nation (2009, p.113) stated that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading.

Writing is very important part in a language. Because it is not only taught in the universities but also in the Senior High School. The students in the Senior High School are required to write about some kinds of paragraph such as recount, narrative, procedure, reports, analytical exposition, and etc.

Writing is always used in daily life, such as writing story, doing exercises, note taking even writing a letter. To write well, the students must have good skill or capabilities to write. Moreover, someone who wants to write essay or a story must know about the steps to write and must study hard to perform the product of his writing in good performance. Syafi'i (2011, p.164) stated that therefore, there are five components of making good writing such as content, organization, vocabulary, language use, and mechanics.

It is common knowledge that writing encompasses many aspects but in the present study, the researcher focuses on the recount paragraph writing ability because there are problems faced by students in constructing recount

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paragraph. Recount paragraph is important to be mastered by the student to explain their experience into a written paragraph. To write recount paragraph, the students must be able to write their experience, write their story by using some aspects of writing and they also must be able to arrange their ideas into a good paragraph in order the readers can get the point of the paragraph.

MAN 2 Model Pekanbaru is one of the schools in Pekanbaru as a school formal education also presents the English language to students. MAN 2 Model Pekanbaru that implies School Based Curriculum (K-13) as the guidance in conducting the students, in learning process of English. School Based Curriculum (K-13), recount is being taught in tenth year, so the eleventh year students have mastered how to write a good recount composition in English. They have had the basic of making a good composition in English. Therefore, it is interesting to observe the grammatical errors to write made by the eleventh year students of Senior High School.

In line with the background of this study, I am interested in investigating how well the students master the grammar especially in simple past tense and how well they use it to write recount paragraph. Thus, this research is aimed at investigating correlation between the eleventh grade students of MAN 2 Model Pekanbaru mastery in grammar, especially simple past tense and their ability to write recount paragraph

Based on the writer preliminary observation at eleventh grade of MAN 2 Model Pekanbaru, it shows that some of the students still had difficulties and problems in learning English, especially to write ability. In teaching and

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Learning process in MAN 2 Model Pekanbaru, English teacher focused in developing the speaking language. It caused the students commonly have only a little interest for their writing task. They feel difficult to do their writing tasks. They should have strong base for their writing skill before entering a higher level of education. So, it is important for them to master this skill.

Based on the preliminary observation at this school, the researcher found some phenomena faced by some students which can be seen as follows:

1. The students were taught to write recount paragraph based on generic structure with media by the teacher;
2. The students were taught simple past tense with different technique by the teacher;
3. Some of students are unable to develop their ideas to write recount paragraph;
4. Some of students are unable to verbal sentence to write recount paragraph;
5. Some of students are unable to use non-verbal (nominal) sentence to write recount paragraph;
6. Some of students are lack vocabularies to write recount paragraph;

Therefore, the researcher is interested in conducting a research entitled:

The Correlation between Students' Mastery of Simple Past Tense and Their Ability to Write Recount Paragraph at the Eleventh Grade of MAN 2 Model Pekanbaru.

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B. Problem

1. Identification of the Problem

Based on the background of the problem, it is clearly that most of the eleventh grade students of MAN 2 Model Pekanbaru still get some problems in their ability to write recount paragraph. To make it clearer, the problem is identified as follows:

- What factors make students difficult to use simple past tenses to write recount paragraph?
- What factors make students unable to write in recount paragraph?
- What factors make students unable to select appropriate vocabulary to write recount paragraph?
- How is students' ability in using grammatical order to write recount paragraph?

2. Limitation of the Problem

There are many problems to be discussed in this research. Thus, to make this research clearer, the researcher limits the problems to focus on the correlation between students' mastery of simple past tenses and their ability to write recount paragraph at the eleventh grade of MAN 2 Model Pekanbaru.

3. Formulation of the Problem

Based on the limitation of the problems above, it is very clear that some of the students at the eleventh grade of MAN 2 Model Pekanbaru have some problems to write recount paragraph. The writer identifies the problems as follows:

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- a. How is students' mastery of simple past tenses at the eleventh grade of MAN 2 Model Pekanbaru?
- b. How is students' ability to write recount paragraph at the eleventh grade of MAN 2 Model Pekanbaru?
- c. Is there any significant correlation between students' mastery of simple past tenses and their ability to write recount paragraph at the eleventh grade of MAN 2 Model Pekanbaru?

Objective and Significant of the Research

1. Objective of the Research

- a. To find out how students' mastery in simple past tenses at the eleventh grade of MAN 2 Model Pekanbaru.
- b. To find out how students' ability to write recount paragraph at the eleventh grade of MAN 2 Model Pekanbaru.
- c. To find out the significant correlation between students' mastery in simple past tenses and their ability to write recount paragraph at the eleventh grade of Man 2 Model Pekanbaru.

2. Significant of the Research

- a. Hopefully, this research finding is able to benefit the writer as a novice researcher in learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable information for both students' and teachers of English at the eleventh grade of MAN 2 Model Pekanbaru to be the future focus of teaching and learning English.

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- c. Besides, these research finding are also expected to be valuable information for those who are concerned in the world of teaching and learning English as a foreign/second language.
- d. Finally, these research finding are also expected to be the practical and theoretical information to the development of the theories on language teaching in general.

D. Reasons for Choosing the Title

There are some reasons why the writer is interested carrying out her research:

1. The title of this research is relevant with the writer's status as a student of English Education Department.
2. The title of this research is not yet investigated by other previous researchers.
3. The location of this research facilitates the writer in conducting this research.

E. Definition of the Term

There are so many terms involved in this research. In order to avoid misunderstanding toward the terms used, thus, the following terms are necessarily defined as follows:

1. Correlation

According to Creswell (2012, p.338) correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two

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sets of data to vary consistently. In this research, correlation refers to a connection between students' mastery of past tenses and their ability to write recount paragraph at the Eleventh Grade of MAN 2 Model Pekanbaru.

2. Past Tense

According to Longman (2010, p.424) past tense is the form of a verb which is usually used to show that the act or state described by the verb occurred at a time before the present. In this research, past tense is form of a verb used to show the phenomena in the past time.

3. Simple Past Tense

According to Riyanto (2006, p.165) simple past tense is a tense, which shows the event, or action, activity or work, which is done in the past, in the simple form and known the time when the event or the work happened.

4. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message. In this research, writing ability is the students' ability to write recount paragraph.

5. Recount Paragraph

Anderson (2005, p.48) argued that recount paragraph is a paragraph which allows the writer to tell a series of events that happen on the past time. In research, recount is the topic about story in the past time give to the students' at the Eleventh Grade of MAN 2 Model Pekanbaru.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Writing

Writing is one of the crucial things that should be mastered by the students'. It becomes the crucial thing because writing is one of the communication tools. Pertaining to the statement above Dilkawaty (2012, p.1) stated that writing is a communication activity in meaningful way that exploring the writer's thought to arrange the ideas into words. It is clear to state that writing is one of communication tool to exploring the writer's ideas.

Futhermore, Nunan (1991, p.86) stated that writing as process and writing as product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers. Product is the development of writing favour classroom activities in which the learner is engaged in imitating, copying and transforming models of correct language.

Writing is an important element in our life and also writing has different meaning. Especially in teaching and learning process, the students and the teacher spend most of time in teaching and learning for writing. Writing is a skill which requires students to describe and develop their own idea in a written form. Writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every

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speaker develop naturally (Brown, 2000). It means that students need a lot of practices in mastering writing skill in order to produce a good text. Writing needs some language components such as grammar, spelling, vocabulary, and punctuation.

a. Writing Ability

Writing is one of productive skills to express ideas, information, feelings and so forth to express and developing the ideas by using written languages. Writing is an activity to produce understandable written text. Writing is difficult for the most of students. But writing is the most important subject for the students. They should be master to write. In line with the ideas above, Dilkawaty (2012, p.79) state to support students' ability to write, students' must enable to construct the ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writings.

In conclusion, writing as the productive skill, requires students to produce a written text. To write, students not only generate and organize the ideas, but they should understand the content and read a text. Besides, the writer can also learn various grammars in different text because every text has different language features or grammar.

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b. Purpose of Writing

Purpose are very important to write. Writing activity also has several purpose. According to Dilkawaty (2012, p.2) there are many purpose of writing such as:

- 1) To convey,
- 2) To inform,
- 3) To convince,
- 4) To persuade,
- 5) To entertain,
- 6) To maintain friendly contact,
- 7) To store information,
- 8) To help remember information,
- 9) To help remember information, etc.

Besides, Reid (1988, p.23) stated thate there are several general purpose for writing:

- 1) To explain or educate,
- 2) To entertaint or amuse, and
- 3) To persuade or convince.

Relation with the meaning above explaining the purpose of writing, Reimes (1983, p.4) mentioned that purposes of writing are:

- 1) To communicate with the readers,
- 2) To express ideas without the pressure face to face communication,
- 3) To explore a subject,

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- 4) To record experience, and
- 5) To become familiar with the conventions of written English discourse (a text).

c. Kinds of Writing

According to Brown (2007, p.220-221) there are two kind of writing:

1) Microskills

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order partterns.
- d) Use acceptable grammatical system (e.g., tense, agreement, pluralization, patterns, and rules).
- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.

2) Macroskills

- a) Use the retorical forms and conventions of written discourse.
- b) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

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- d) Distinguish between literal and implied meanings when writing.
- e) Correctly convey culturally specific reference in the context of the written text.
- f) Developed and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

d. Genres of Writing

To write there are many genres. The students' should know what kind of paragraph that they want to write. According to Brown (2007, p.219) there are several genres of writing:

1) Academic writing

Papers and general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports (e.g., lab reports), theses, dissertations.

2) Job-related writing

Messages (e.g., phone messages), letters/emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, labels, signs, advertisements, announcements, manuals.

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3) Personal writing

Letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents (e.g., checks, tax, forms, loan applications) forms, questionnaires, medical reports, immigration documents, diaries, personal journals, fiction (e.g., short stories, poetry).

e. Components of Writing

The writers should know and master the components of writing. Raimes (1988, p.6) has suggested writers to pay attention while writing to:

- 1) *Syntax*, the writers should know sentence structure, sentences boundaries, stylistic choice, etc.
- 2) *Grammar*, the writers should know the rule of verb, agreement, articles, pronouns, etc.
- 3) *Content*, it should be relevance, clarity, originality, logic, etc.
- 4) *Mechanics*, contains handwriting, spelling, punctuation, etc.
- 5) *Organization*, the writers should know paragraph, topic and support, cohesion and unity.
- 6) *Word Choice*, it contains vocabulary, idiom, and tone.
- 7) *Purpose*, is the reason for writing.
- 8) *The writer's process*, is getting idea, getting started, getting draft, and revising.
- 9) *Audience*, is the readers.

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2. Recount Paragraph

Recount is used to share writers' experiences or retells sequence of events for the purpose of informing, entertaining, or reflecting. A paragraph is related statement that the writers develop about a subject. As quoted on Wardiman et al. (2008, p.61) stated that a recount paragraph is a paragraph that tells the reader about one story, activity or action. The purpose of recount paragraph is to give the audience a description of what happened and when it happened. There are two kind of recount base on the purpose; factual recount for evaluating the writer's significance in some ways and literary recount for entertaining the reader that commonly includes the writer's experience as quoted on Hyland (2004, p.124). The goal is to provide the reader or the audience with a description of what occurred and when it occurred. Moreover, Anderson (2005, p.48) argued that recount paragraph is a paragraph which allows the writer to tell a series of events that happen on the past time. Those series of events were told chronologically in sequence.

The characteristics of recount paragraph are using past tenses, focusing on specific participants and focusing on temporal sequence. It is also supported by Knapp and Watkins (2005, p.228) recount most closely resemble the grammar of speech and basically has sequence of events temporally, and also use a predominance of action verbs and temporal connectives statement regarding the events described. Besides that, the language features of recount paragraph such as, the language written in

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simple past tense; frequent use is made of words which link events in time, such as next, later, when, then, after, first, etc.

Recount paragraph has several elements, one of which is the generic structure. In making the recount paragraph should match the existing generic structure, because this is an early grounding in making recount paragraph.

a. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.

b. Series of Events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer.

Events should be selected carefully to add to the audiences understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a .shopping list. of every possible detail.

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Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

c. Re-orientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

The example of Recount Text:

On Saturday I went to Mount Bromo. I stayed at Nisa and Achmad's house at Cemara Lawang, Probolinggo. It has a big garden with lots of colourful flowers and a fishpond.

On Sunday Nisa and I Gunung Batok and went on the scenic ride on horseback. It was scary. Then we went to get a closer at the mountain. We took pictures of the beautiful sceneries there.

On Monday we went to the Zoo at Wonokromo. We saw cockatoos having a shower. In the afternoon I went home. It was fun.

So, there are several things to recognize the students' ability to write recount paragraph. The students know how to write recount paragraph by understanding the generic structure and the lexicogrammatical features of recount paragraph.

3. Factors Influence Students' Writing Ability in Recount Paragraph

Noor (2012, p.18) stated there are many factors which can influence the students' learning ability to write recount paragraph:

- a. Internal factors: that is the factor that comes from the student inherent condition, for instance, talent, interest, intelligent, attention, motivation, and attitude.

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- b. External factor: that is the factor, which comes from the outside for instance like family, school, friends, and society.

According to Huinker & Laughlin (1996, p.81) there are many factors influence change students' writing skill of recount paragraph:

- a. The topic given and appropriate topic size
- b. Connecting reading and writing; the students will get more background knowledge. Thus, it helps them to develop their idea in the next writing process.
- c. Authentic and interactive writing activities; the students will be more enjoyed, active, and creative in learning writing.
- d. Framing the teachers' techniques; teacher can use some techniques to make teaching and learning process more colorful. It is also a way to balance between the process and product. The students will be enjoyed to write because they get any guiding in each step of writing process.

H.L. Jacob (1981, p.15) stated that there are several factors influence students' writing ability in recount paragraph:

- a. The students' ability in vocabulary aspects.
- b. The students' ability in form aspects
- c. The students' ability in grammar aspects
- d. The students' ability in mechanic aspects
- e. The students' writing ability in composing recount paragraph based generic structure (Orientation, Events, Re-orientation)

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So, analyzing the students' works based on several factors influence of writing recount paragraph are content, organization, vocabulary, grammar, and mechanism.

Furthermore, simple past tense mastery is one of the factors in internal factors, especially in intelligent and in grammar aspects.

4. Simple Past Tense

The simple past tense is the most common tense in English. The simple past tense is formed by using the simple past form of the verb. Riyanto (2006, p.165) stated simple past tense as a tense that shows the event, or the action, activity or work, which is done in the past, in the simple form and known the time when the event or the work happened.

According to Grain (2006, p.11) stated that simple past tense is used to talk about many kinds of past events, short, quickly, finished actions and happening, longer situation, and repeated events. He added that it is used to discuss activity or situation began and ended in the past, for example: yesterday, last night, two days ago, certain time specific.

5. Students' Mastery of Simple Past Tense

Azar (1989, p.24) stated that the simple past tense is used to talk about activities or situations that began and ended in the past. Based on the statements above, it can be seen that the action or the event or the situation is no longer true in the present because it has been completed in the past time.

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So, why the writer uses this tense is only conveying or retelling the past event or action. Usually, simple past tense uses the adverb of time to indicate the specific time when the action takes place.

Furthermore, Lane (1993, p.12) said that simple past tense is used:

- a. To indicate that an action or event took place at a specific time in the past.

i.e. I visited Bali last week.

I saw a Chinese Movie last night.

- b. To indicate that an action or event occurred over a period of time in the past with the implication that it is no longer true in the present.

i.e. I lived in Padang for 3 years.

I slept for eight hours last night.

So, there are the forms of Simple past tense:

- a. Simple past Tense Form of Predicate Verb Sentences.

1) Positive Sentence

In this sentence, the verb that is used as the predicate is the second form of the verb. The regular verb form of simple past tense is modified by adding (ed) at the end of the verb with particular characteristics. While some verbs which have irregular past form is not modified by adding (ed), but they are changed to be particular form.

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The formula of this sentence is:

Subject + Second Verb Form + Complement

The example of regular verb sentences:

- a) He studied Biology yesterday.
- b) The baby cried two hours ago.

The example of irregular verb sentences:

- a) Marry Saw UFO last night.
- b) She bought a fancy dress last week.

2) The Negative Sentence

In negative statement, the second form of the verb is changed again into the first form of the verb or the infinitive form. The verb is preceded by (did not). The verb (did) is the second form of do or does.

It is used for all subjects. The formula of this sentence is:

Subject + did + not + Verb I + Complement

The example of regular verb sentences:

- a) He did not study Biology yesterday.
- b) The baby did not cry two hours ago.

The example of irregular verb sentences:

- a) Marry did not see UFO last night.
- b) She did not buy a fancy dress last week.

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3) The Interrogative Sentence

The interrogative sentence is the sentence which is used to ask question. Interrogative is derived from the verb interrogate that means to ask.

The formula of interrogative sentence is:

Did + Subject + Verb I + Complement

The example of regular verb sentences:

- a) Did he study Biology yesterday?
- b) Did the baby cry two hours ago?

The example of irregular verb sentences:

- a) Did Marry see UFO last night?
- b) Did she buy a fancy dress last week?

b. Simple Past Tense Form of Non-Predicate Verb Sentences.

In non-predicate verb sentences, be is function as the verb. The first form of be is changed to be the second form of be as follows:

Am : Was

Is : Was

Are : Were

1) Positive Sentence

The Formula: ***Subject + Was/ Were + Complement***

- i.e. a). She was beautiful last night.
- b). They were busy three days ago.

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2) Negative Sentence

The Formula: **Subject + was/ were + not + Complement**

- i.e. a) She was not beautiful last night.
b) They were not busy three days ago.

3) Interrogative Sentence

The Formula: **was/ were + subject + Complement**

- i.e. a) Was she beautiful last night?
b) Were they busy three days ago?

a. Regular Verbs

Regular verbs is the simple past end in **-ed**.

Table II.1
Form of Simple Past Tense for Regular Verbs

Simple Form	Simple Past	Past Participle
<i>Hope</i>	<i>Hoped</i>	<i>Hoped</i>
<i>Stop</i>	<i>Stopped</i>	<i>Stopped</i>
<i>Listen</i>	<i>Listened</i>	<i>Listened</i>
<i>Study</i>	<i>Studied</i>	<i>Studied</i>
<i>Start</i>	<i>Started</i>	<i>Started</i>

(Azar, 1989, p.56)

b. Irregular Verbs

Irregular verbs is the simple past do not end in **-ed**

Table II.2
Form of Simple Past Tense for Irregular Verbs

Simple Form	Simple Past	Past Participle
<i>Break</i>	<i>Broke</i>	<i>Broken</i>
<i>Come</i>	<i>Came</i>	<i>Come</i>
<i>Find</i>	<i>Found</i>	<i>Found</i>
<i>Hit</i>	<i>Hit</i>	<i>Hit</i>
<i>Swim</i>	<i>Swum</i>	<i>Swum</i>

(Azar, 1989, p.56)

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The three most important irregular verbs are BE, HAVE and DO. BE is ordered to be a most difficult one, because its form is different depending on the subject. As seen in the following table.

Table II.3
Form of Simple Past Tense for Irregular verb of BE

PRONOUN/S	BE
I	Was
You	Were
He, She, It	Was
We	Were
They	Were

(Azar, 1989, p.57)

Table II.4
Form of Simple Past Tense for Irregular Verb of HAVE and DO

Based Form	Past Tense
Have	Had
Do	Did

Cited from www.englishpage.com/verbpage/simplepast.html on February 16th, 2018

The form of past tense can be affirmative, negative and interrogative.

Affirmative : Irma went to campus yesterday.

Negative : Irma did not go to campus yesterday.

Interrogative : Did Irma go to campus yesterday?

The simple past tense is not easy to the students. They should use the determined verbs, irregular, regular, negative sentences and verb be that it should be used in the sentences of writing.

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6. The Correlation between Students' Mastery of Simple Past Tenses and Their Ability to Write Recount Paragraph

Writing recount paragraph is not easy. The students should follow the generic structure and use the appropriate past tenses such as simple past tense, past perfect tense and past continuous tense. But in general, most of the sentences used in recount paragraph are in simple past tense.

Based on the statement above, it can be inferred that writing recount paragraph need simple past tense as the element or language feature of recount paragraph.

Lane (1993, p.12) said that simple past is used to indicate an action or event taking place at a specific time in the past. Because the series of events in recount paragraph happen in the past time, therefore, the students are required to use simple past tense to write recount paragraph.

Furthermore, Sudarwati (2007, p.30) also mentioned that simple past tense is one of the language features of recount paragraph. It means that simple past tense is part of the recount paragraph. It has possibility that the mastery of simple past tense gives the contribution toward ability to write recount paragraph.

The students should follow the generic structure and use the appropriate past tense such as simple past tense, past continuous, past perfect, and past future to write a narrative paragraph. In accordance with the idea above, Lane (1993, p.2) stated that a writer must be able to control verb tenses in order for the reader to understand when actions and events

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take place. Therefore, the students' are required to use simple past tense to write recount paragraph.

Consequently, there is a correlation between students' mastery of simple past and ability to write recount paragraphs. The students should follow the generic structure and use the appropriate past tenses such as simple past tense. Simple past tense is tense that used to explain something that happened in the past and recount text is a text that tells the readers about what happened in the past. The better the students in simple past, the better they will write recount paragraph.

B. Relevant Research

Relevant research is previous researches conducted by the other researchers as quoted on Syafi'i (2015, p.103). It is necessary to observe some previous researches conducted by other researchers that are relevant to our research in order to avoid plagiarism. There are some relevant research that have been done by many researchers about the correlation between students' mastery of simple past tense and their ability to write recount paragraphs:

1. Moh Nur Ampri Suryanto (2007) alumnus of State University of Semarang conducted a research entitled "A Correlation Study between Students' Mastery of Past Tense and Their Ability in Expressing Past Activities to write of Eleventh Grade of SMA 1 Kudus in the Academic Year 2006/2007". The results of the first relevant research give an explanation of there is a positive correlation among those variables. The first relevant research also used Pearson Product Moment formula in

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testing validity. It is a qualitative research that uses almost the same way with the researcher. The difference limitation from researcher is the first relevant research uses past tense, but the researcher only focuses on simple past tense. The instrument used for measuring the achievement was a multiple choice test too. The sampling process was administered by applying a purposive sampling technique. From research findings, the first relevant researcher assumed as a “high correlation.”

2. Nur Aziz Imam (2015) alumnus of Syekh Nurjati State Islamic Institute Cirebon conducted a research entitled “The Correlation of Student’s Understanding of Simple Past Tense on Their Ability in Writing Narrative Text at the Second Grade of MTs As-Sunnah Kota Cirebon”. The results of the second relevant research give an explanation of there is a positive correlation among those variables. The second relevant research also used Pearson Product Moment formula in testing validity. It is a qualitative research that uses almost the same way with the first relevant research. The second relevant research used total sampling technique. The limitation of the grammar is using simple past tense has the same with researcher. But the other second relevant research limitation is writing narrative text. It is assumed as “a sufficient or enough correlation”.

3. Nunung Pratiwi (2017) alumnus of The State Islamic Institute of Surakarta conducted a research entitled “The Correlation of Self-Regulation Strategies and Simple Past Tense toward Writing Recount Text at the Second Grade of Program Khusus Class in MTsN 2 Boyolali in Academic

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Year of 2016/2017". The results of the third relevant research give an explanation of there is a positive correlation among those variables. The third relevant research also used Pearson Product Moment formula in testing validity. It is a qualitative research that uses almost the same way with the first and second relevant research. The limitation of the grammar is using simple past tense has the same with researcher. But the other second relevant research limitation is self-regulation strategies by using questionnaire. And also used cluster sampling to take the sample. From research findings, the third relevant researcher assumed as a "high correlation."

Based on the result of three researchers above, the researcher finds a contrary among them. Moh Nur Ampri Suryanto and Nunung Pratiwi found there was a high significant correlation among variables. While, Nur Aziz Imam there was an enough correlation. It really challenges the reseracher to prove it. The reseracher makes sure that this reserach will be different and the result will be different as well.

C. Operational Concept

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing as quoted on Syafi'i (2015, p.103). Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding in this research. This research deals will correlation between two variables.

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They are : Variable X is the students' mastery of simple past tenses

Variable Y is the students' ability to write recount paragraph

1. Variable X

Variable X is independent variable, the students' mastery of simple past tenses can be seen in the following indicators:

- a. The students are able to use positive form in verbal sentence of simple past tenses.
- b. The students are able to use negative form in verbal sentence of simple past tenses.
- c. The students are able to use interrogative form in verbal sentence of simple past tenses.
- d. The students are able to use positive form in non-verbal sentence of simple past tenses.
- e. The students are able to use negative form in non-verbal sentence of simple past tenses.
- f. The students are able to use interrogative sentence form in non-verbal sentence of simple past tenses.

2. Variable Y

Variable Y is the dependent variable, the indicators of students' ability to write recount paragraph from the syllabus of the school are as follows:

- a. The students are able to write orientation of the paragraph correctly.
- b. The students are able to write events of the paragraph coherently.

- c. The students are able to write reorientation of the paragraph correctly.
- d. The students are able to write time connectives and conjunction on the paragraph correctly.
- e. The students are able to apply the spelling and the punctuation correctly.
- f. The students are able to use noun and pronoun correctly.

D Assumption and Hypothesis

1. The Assumption

In this research, the writer assume that the better the students' know simple past tenses, the better the students' ability to write recount paragraph will be.

2. The Hypothesis

H₀ : There is no significant correlation between students' mastery of simple past tense and their ability to write recount paragraph at the eleventh grade of MAN 2 Model Pekanbaru.

H_a : There is a significant correlation between students' mastery of simple past tense and their ability to write recount paragraph at the eleventh grade of MAN 2 Model Pekanbaru.

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CHAPTER III

RESEARCH METHOD

A. The Research Design

This research is a correlational research. According to Creswell (2012, p.338) correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. There were two variables used in this research, firstly independent variable was students' mastery in simple past tense which is symbolized by "X", and dependent variable is students' ability to write recount paragraph symbolized by "Y".

Best and Khan (2006, p.378) stated, Correlation is the relationship between two or more paired variables or two or more sets of data. The research was analyzed by using product moment correlation. It is usually used to correlate two variables based on its correlation coefficient value. It is useful to describe and to find out the significance of the correlation between those two variables, variable X and variable Y.

B. Time and Location of the Research

This research conducted March 2019. The research conducted at MAN 2 Model Pekanbaru. It's located on Diponegoro street, Pekanbaru city.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the Eleventh grade students' of State MAN 2 Model Pekanbaru in the Academic Year 2018/2019.

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2. Object of the Research

While the object of this research was the correlation between students' mastery of simple past tenses and their ability to write recount paragraph at the eleventh grade of MAN 2 Model Pekanbaru.

D. Population and Sample of the Research

1. The Population

Population is generally large collection odd individuals or object that is the main focus of a scientific query. A population is a group to which the results of the study are intended to apply. Kothari (2004, p.14) stated that population is all the items under consideration in any field of inquiry. The population of the research was the students' at the eleventh grade of MAN 2 Model Pekanbaru. There were two vocations of the eleventh grade students of MAN 2 Model Pekanbaru, they were science and social.

Table III.1
Table of Population

No	Class	Population
1	XI MIA 1	27
2	XI MIA 2	28
3	XI MIA 3	27
4	XI MIA 4	35
5	XI MIA 5	31
Total	5 Classes	148

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3. The Sample

Kothari (2004, p.52) stated that, sampling may be defined as the selection of some part of an aggregate or totality in the basis of which on judgment or interface about the aggregate or totality is made. Otherwise, it is the process of obtaining information about an entire population by examining only part of it. Based on this statement, the researcher took science vocation which consisted of 5 classes. Considering the large number of the students, the researcher needed to select a sample.

Table III.2
Table of Sample

No	Class	Population
1	XI MIA 1	27
2	XI MIA 2	28
3	XI MIA 3	27
4	XI MIA 4	35
5	XI MIA 5	31
Convenience Sampling		

This could make easy to conduct the research. In selecting the sample, the researcher used convenience sampling technique. Convenience sampling is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study and it is also referred to the researching subjects of the population that are easily accessible to the researcher (Dörnyei, 2007). The researcher selected one class by English teacher's recommendation. It was class XI MIA 2.

E. Technique of Collecting Data

In this research, the writer used test to collect the data. Brown state that test is a method of measuring of a person's ability, knowledge or performance a given domain (Brown, 2007). There are two kind of test that can be used in this research:

1. Multiple-Choice Test

It means that the students choose one correct answer among five options. This test used to measure the students' ability about simple past tenses. The writer gave 30 questions to the students. The time spend to do the test was 90 minutes.

2. Writing Test

The students will write a recount paragraph based on the topic given provide by the writers' test. The time spend to do the test was 45 minutes and the number of words was 100-150 words.

To assess the writing ability, the scoring rubric that was used by the researcher was adopted from Oshima and Hogue (2007, p.195)

Table III.3
Blue Print of Simple Past Tense Mastery Test

Indicator	Number of Items	Item Number
Adverb of Time	5	2, 10, 14, 22, 27
Positive Form in Verbal Sentence	4	1, 5, 12, 23
Negative Form in Verbal Sentence	3	15, 18, 29
Interrogative Form in Verbal Sentence	4	7, 9, 16, 26
Positive Form in Non-Verbal (Nominal)	5	3, 11, 21, 25, 30
Negative Form in Non-Verbal (Nominal)	4	8, 17, 20, 24
Interrogative Form in Non-Verbal (Nominal)	5	4, 6, 13, 19, 28
Total	30 Items	

Table III.4
Assessment Aspects of Writing Recount Paragraph

Name: _____ Class: _____

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Series of Events c. Re-Orientation				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Simple Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Source from the rubric of the School

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Table III.5
Criteria of Assessing Writing

Student:		Date:	Topic	
Level	Score	Criteria		Comments
Content	4	Excellent to very good: knowledge, substantive, through development of thesis, relevant to assigned topic.		
	3	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.		
	2	Fair to poor: limited knowledge of subject, little subject, inadequate development topic.		
	1	Very poor: does not show knowledge of subject, non substantive, or not enough to evaluate.		
Organization	4	Excellent to very good: Fluent expression, ideas clearly started / supported, succinct, well organize, logical sequencing, cohesive.		
	3	Good to average: somewhat choppy, loosely, organize but main ideas stand out, limited support, logical but incomplete sequencing.		
	2	Fair to poor: limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured.		
	1	Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.		
Vocabulary	4	Excellent to very good: sophisticated range, effective word / idiom choice and usage, word form mastery, appropriate register.		
	3	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.		
	2	Fair to fair: limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured.		
	1	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.		
Grammatical Features	4	Excellent to very good: Effective complex constructions; few errors of agreement, tense, number, word order / function, articles, pronouns, preposition.		
	3	Good to average: effective but simple constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles, pronouns, prepositions, but		

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© Hak cipta milik UIN Suska Riau	Hak Cipta Dilindungi Undang-Undang	Spelling & Punctuation	2	meaning seldom obscured. Fair to poor: major problems in simple complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions and / fragments, run – ons, deletions; meaning confused or obscured.	
			1	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communication, or not enough to evaluate.	
	4	Excellent to very good: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.			
	3	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.			
	2	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.			
	1	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.			
	Total Score		Reader		Comments

1. Validity

Validity testing of this test is very important to know scores derived from instruments used in the research. The test is valid if it measures accurately what it is intended to measure. According to Gay (2000, p.163-167) stated that there are three types of validity. There are content validity, criterion-related validity, and construct validity. In this research, the researcher used construct validity to know the validity of linguistic schemata test. Construct validity is the extent to which a particular test can be shown to assess the construct that it purports to measure as quoted on Gall (1996, p.249). Thus, the simple past tense test

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be done based on the indicator. There are 35 items used in simple past tense test. The researcher given the test to 27 students in XI MIA 1 class at MAN 2 Model Pekanbaru. To analyze the validity of the test, the researcher used SPSS 22.0 program. Before analyse the data the researcher determined R table to get the result. Junaidi (2014) in admin spss (2016, p.1) explains that the way to determine R table is based on the sample and the formula for sig 0,05 as follow:

$$\begin{aligned}
 Df &= n - 2 \\
 N &= \text{sample} \\
 &= 27 - 2 \\
 &= 25
 \end{aligned}$$

For sig 0,05 df 25 in r table is 0,38.

The result of try out was as follow:

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Table III.6
Analysis of Simple Past Tense test Try Out Validity

Item Number	r-item	r-table	Result
Item 1	0.51	0.38	Valid
Item 2	0.67	0.38	Valid
Item 3	0.64	0.38	Valid
Item 4	0.49	0.38	Valid
Item 5	0.71	0.38	Valid
Item 6	0.66	0.38	Valid
Item 7	0.50	0.38	Valid
Item 8	0.49	0.38	Valid
Item 9	0.47	0.38	Valid
Item 10	0.51	0.38	Valid
Item 11	0.32	0.38	Invalid
Item 12	0.47	0.38	Valid
Item 13	0.52	0.38	Valid
Item 14	0.33	0.38	Invalid
Item 15	0.62	0.38	Valid
Item 16	0.57	0.38	Valid
Item 17	0.25	0.38	Invalid
Item 18	0.46	0.38	Valid
Item 19	0.77	0.38	Valid
Item 20	0.61	0.38	Valid
Item 21	0.74	0.38	Valid
Item 22	0.51	0.38	Valid
Item 23	0.50	0.38	Valid
Item 24	0.36	0.38	Invalid
Item 25	0.53	0.38	Valid
Item 26	0.49	0.38	Valid
Item 27	0.57	0.38	Valid
Item 28	0.49	0.38	Valid
Item 29	0.48	0.38	Valid
Item 30	0.57	0.38	Valid
Item 31	0.53	0.38	Valid
Item 32	0.58	0.38	Valid
Item 33	0.57	0.38	Valid
Item 34	0.48	0.38	Valid
Item 35	0.35	0.38	Invalid

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Based on the result of the try out, there are 5 items was invalid and 30 items of the simple past tense test was valid. In addition, these only 30 valid items used as the instrument to collect the data of x and y.

2. Reliability

Reliability is very important characteristic to have a good test. Reliability test are consistent and dependable by Brown (2004, p.20). Moreover, brown mentions the reliability is affected by some factors: (1) administration procedure and conditions, (2) the clarity of the rubrics concerning the various skills are expected to perform by the tester, and (3) the scoring method. The samples under the study require to writes recount paragraph based on the picture series provided.

Alderson and Bachman (2002, p.108) stated that write scoring method is considered as the important factor effecting reliability. The test which used as research instrument should be reliable because the reliability is the requirement of a good test. Thus, a good test must be reliable and valid.

This research is internal consistency reliability is the instrument administered once, using one version of the instrument and each participant in the study completes the instrument. The following table is the level of internal consistency of cronbach Alpha.

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a. Reliability of Simple Past Tense Test

Table III.7
A commonly Accepted Rule of Thumb for Describing Internal Consistency by Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0,90	Very highly reliable
0,80-0,90	Highly reliable
0,70-0,79	Reliable
0,60-0,69	Minimally reliable
<0,60	Unacceptably low reliability

To obtain the reliability of simple past tense test, the researcher used SPSS 22.0 program to find out whether the test was reliable or not.

Table III.8
Reliability Statistics of Simple Past Tense Test

Cronbach's Alpha	N of Items
0.951	30

From the table above, it can be seen that the value of cronbach's alpha is 0,951. It means that the items were reliable, where the value of internal consistency was $0 > 0,9$ so the reliability of the test was high.

b. Reliability of Writing Test

To find out the reliability of writing test, the researcher used inter-rater reliability formula because the researcher used two raters in assessing and giving the score of the students' ability to write recount paragraphs. Inter-rater reliability occurs when two or more scorers yield inconsistent scores of the same test, possibly for lack of attention of scoring criteria, inexperience, inattention, or even preconceived

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biases. The researcher compared scores from two raters (rater 1 and rater 2) in order to find out if the scores were similar or different. After compared the score, the researcher determined how close the scores from two raters. To obtain the reliability of the writing test, the researcher used SPSS 22.0 to find out whether the test is reliable or not.

Table III.9
Reliability Statistics of Writing Test

Cronbach's Alpha	N of Items
0.812	2

From the table above, it can be seen that the value of Cronbach's Alpha was 0.812. It means the reliability of the test was highly reliable.

3. Normality

The aim of normality test is to know if the data are normally distributed or not. This was analyzed by using SPSS 22.0 windows program. If significance value > 0.05 the data are normal. If significance value < 0.05 the data are not normally distributed. The analysis by using *Kolmogorov-Smirnov* can be seen in the following table

Table III.10
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Simple Past Tense	0.145	28	0.120	0.951	28	0.194
Writing Recount	0.121	28	0.200*	0.972	28	0.612

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Based on the table III.10, the test result showed that the *Kolmogorov-Smirnov* significance value of simple past tense and writing recount was 0.120 and 0.200. The *Shairo-Wilk* significance value of simple past tense and writing recount was 0,194 and 0,612 which was higher than 0.05. It can be concluded that the data distribution is normal. Therefore, the analysis of correlation for simple past tense mastery and ability to write recount paragraphs can be continued.

F. Technique of Data Analysis

In order to find out the correlation between students' mastery of simple past tense and their ability to write recount paragraph is analyze statistical. The writer used pearson product moment correlation. According to Lodico et.al (2006, p.257) pearson product moment correlation is used to test whether the relationship between two variables is greater than would be expected due to chance; a significant *r* shows that a true relationship exists. In finding out the correlation between students' mastery of simple past tense and their ability to write recount paragraph, the writer applied pearson product-moment correlation by using the following formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where,

r_{xy} = Correlation coefficient

N = the number of students/subjects participating in the test

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$\sum x$ = the sum of score in simple past tenses test

$\sum x^2$ = the sum of the square score in simple past tenses test

$\sum y$ = the sum of score to write test

$\sum y^2$ = the sum of square total score to write test

$\sum xy$ = the sum of multiple of score from simple past tenses test a writing test in each number.

In order to know is there any correlation between simple past tense mastery to students' ability to write recount paragraph after getting the result from the formula the writer calculated by using SPSS 22.0 windows program.

Statistically the hypotheses stated in Riyadi (2016, p.92) are:

H_a : Sig. < α (0.05)

H_o : Sig $\geq \alpha$ (0.05)

H_a is accepted if sig. < α or there is a correlation between simple past tense mastery and ability to write recount paragraphs.

H_o is accepted if sig. $\geq \alpha$ or there is no correlation between simple past tense mastery and ability to write recount paragraphs.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding, the students' simple past tense mastery was categorized in *good* category that refers to the analyses of the data in previous chapter. They resulted 74 mean score.

1. The students' ability to write recount paragraphs was not far away from their simple past tense mastery. They resulted was 75 as their score. The score proved that the students' ability to write recount paragraphs on *enough* category.
2. The correlation coefficient obtained was 0.832 which means the level of correlation between students' simple past tense mastery and their ability to write recount paragraphs at eleventh grade of MAN 2 Model Pekanbaru was *high*.
3. The writer concluded that there was a correlation between simple past tense and their ability to write recount paragraphs at the eleventh grade of MAN 2 Model Pekanbaru.

B. Suggestion

Dealing with the research findings, the writer offers some suggestion to be considered as follows:

For the school:

1. The School should be more active in attracting students' interest to write by conducting writing competition and so on.

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2. The school should give better facilitations for students so they will be more motivated in studying.

3. The school should provide a good English book which can support students in learning the simple past tense.

For the teacher:

1. The teacher can use any media that supports the teaching leaning process in order to make it more interesting and effective.

2. The teacher should give more exercises and attention to the materials that the students feel difficult.

3. The teacher should encourage the students to realize the importance of using grammar such as simple past tense and use it in daily life.

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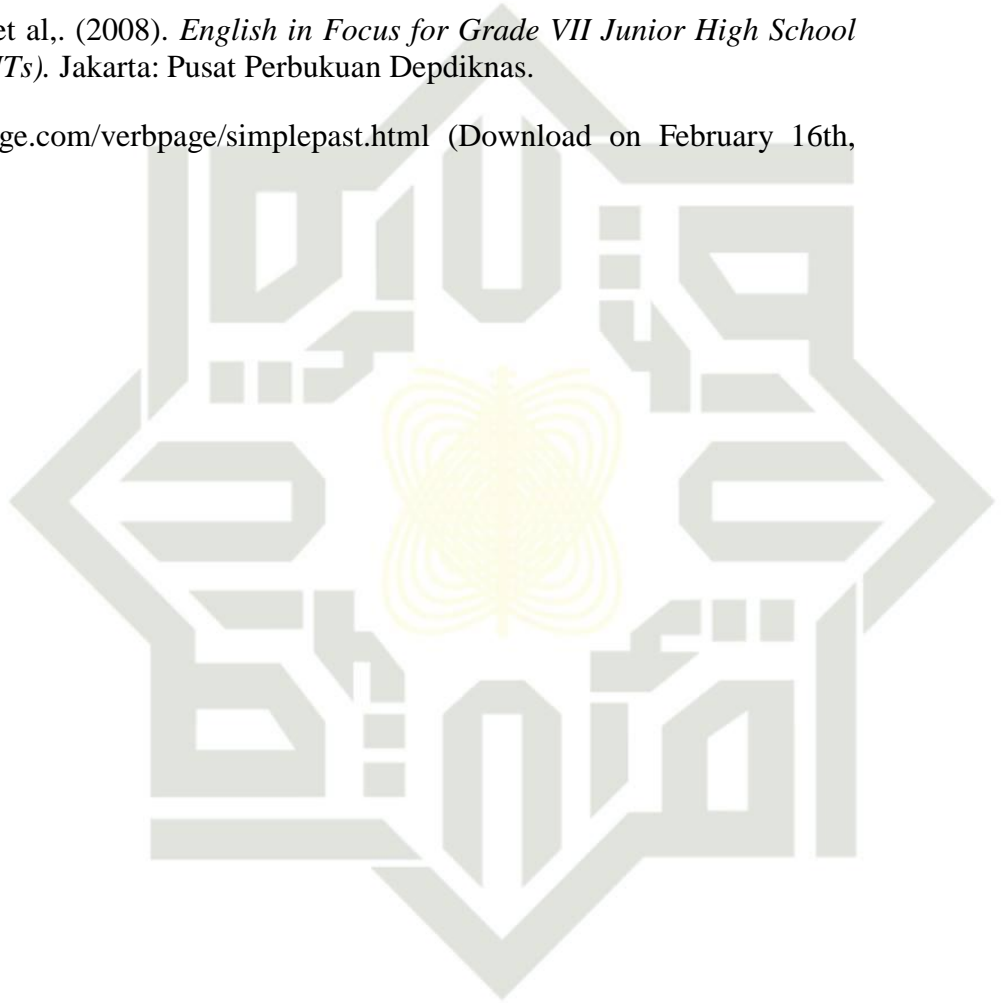
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TEST SIMPLE PAST TENSE MASTERY

Direction:

- This test is for a scientific research only.
- There is no effect on the score of your English subject.
- This test for about 35 minutes.
- Thank you for your participation in doing this test.

Instruction:

- Write down your name and class on the provided answer sheet!
- Read the question carefully and choose the correct option!
- Mark your answer on separate answer sheet supplied to you!

Questions:

1. Zakiah ... to market 2 days ago.

a. go	c. went	e. god
b. goes	d. gone	
2. She bought a t-shirt ...

a. yesterday	c. tonight	e. now
b. tomorrow	d. today	
3. I bought a box of popcorn yesterday. It ... small size.

a. does	c. are	e. were
b. do	d. was	
4.my brother and i in village on last holiday?

a. Were	c. Is	e. Did
b. Was	d. Am	
5. We ... quiz last week.

a. have	c. do	e. has
b. did	d. are	
6.the school empty last Sunday?

a. Were	c. Have	e. Was
b. Is	d. Did	

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 Hak Kota Dilindungi Undang-Undang
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



7.you sleep early last night?

- a. Do
b. Did
c. Does
d. Don't
e. Doesn't

8. Ten years ago, a holiday trip to Australia cheap.

- a. were
b. did not
c. were not
d. is not
e. was not

9. Did he.....English last night?

- a. studies
b. studied
c. study
d. studying
e. studi

10. I called my mother

- a. tonight
b. tommorow
c. on Sunday
d. next Sunday
e. last Sunday

11. They a soccer player before the accident happened 6 years ago.

- a. am
b. went
c. was
d. were
e. have

12. Ferdi : Where did you go yesterday?

Ariq : I to the beach with my friends.

- a. go
b. went
c. gone
d. Going
e. god

13. we crazy last summer?

- a. Was
b. Is
c. Did
d. Were
e. Are

14. Miss Rita invited me to her party.....

- a. two days ago
b. tomorrow
c. tonight
d. next week
e. every week

15. Nanda pass the test of University Enrolment last year.

- a. didn't
b. does
c. doesn't
d. don't
e. do

16. Where did you..... in 2010?

- a. live
b. lives
c. living
d. lived
e. to live

17. Miss Fauziah not here yesterday

- a. is
b. are
c. am
d. were
e. was

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18. She didn't to my birthday party last week.

- | | | |
|---------|-----------|----------|
| a. come | c. comes | e. comed |
| b. came | d. coming | |

19. he sad last night?

- | | | |
|---------|--------|--------|
| a. Were | c. Has | e. Did |
| b. Was | d. Is | |

20. The boys not happy yesterday.

- | | | |
|---------|-------|--------|
| a. were | c. is | e. are |
| b. was | d. am | |

21. Shafira and her family in the yard last Sunday.

- | | | |
|---------|------------|--------|
| a. were | c. sitting | e. was |
| b. are | d. sits | |

22. I finished my Job Training

- | | | |
|-----------------|---------------|---------------|
| a. tomorrow | c. to night | e. at present |
| b. this morning | d. last month | |

23. Gabril his car 3 days ago.

- | | | |
|---------|------------|---------|
| a. sell | c. selling | e. sold |
| b. sold | d. sells | |

24. Rina not the Headmaster of my school in 2015.

- | | | |
|--------|---------|-------|
| a. is | c. were | e. am |
| b. was | d. are | |

25. She sad last night.

- | | | |
|---------|-------|---------|
| a. were | c. is | e. does |
| b. was | d. do | |

26. he know the answer for that question yesterday ?

- | | | |
|--------|---------|---------|
| a. Was | c. Did | e. have |
| b. Do | d. Were | |

27. I wrote a very interesting short story...

- | | | |
|--------------|-------------------|--------------|
| a. next week | c. this afternoon | e. yesterday |
| b. soon | d. tomorrow | |

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28. you busy with your job yesterday?

- | | | |
|---------|---------|--------|
| a. Were | c. Have | e. Has |
| b. Was | d. Had | |

29. Rini did not me on phone last night.

- | | | |
|------------|---------|-----------|
| a. call | c. tell | e. called |
| b. calling | d. say | |

30. They in football field last week.

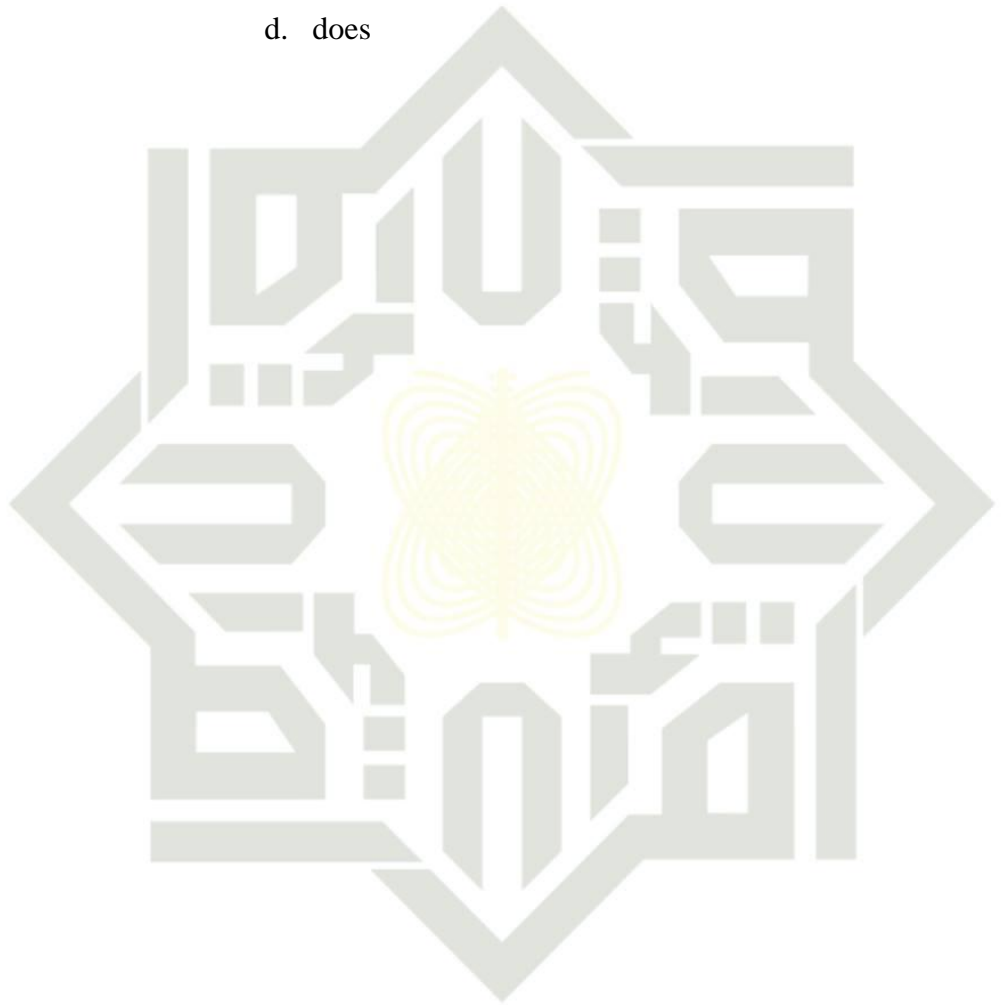
- | | | |
|--------|---------|-------|
| a. is | c. were | e. do |
| b. was | d. does | |

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- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Item Number	r-item	r-table	Result
Item 1	0.51	0.38	Valid
Item 2	0.67	0.38	Valid
Item 3	0.64	0.38	Valid
Item 4	0.49	0.38	Valid
Item 5	0.71	0.38	Valid
Item 6	0.66	0.38	Valid
Item 7	0.50	0.38	Valid
Item 8	0.49	0.38	Valid
Item 9	0.47	0.38	Valid
Item 10	0.51	0.38	Valid
Item 11	0.32	0.38	Invalid
Item 12	0.47	0.38	Valid
Item 13	0.52	0.38	Valid
Item 14	0.33	0.38	Invalid
Item 15	0.62	0.38	Valid
Item 16	0.57	0.38	Valid
Item 17	0.25	0.38	Invalid
Item 18	0.46	0.38	Valid
Item 19	0.77	0.38	Valid
Item 20	0.61	0.38	Valid
Item 21	0.74	0.38	Valid
Item 22	0.51	0.38	Valid
Item 23	0.50	0.38	Valid
Item 24	0.36	0.38	Invalid
Item 25	0.53	0.38	Valid
Item 26	0.49	0.38	Valid
Item 27	0.57	0.38	Valid
Item 28	0.49	0.38	Valid
Item 29	0.48	0.38	Valid
Item 30	0.57	0.38	Valid
Item 31	0.53	0.38	Valid
Item 32	0.58	0.38	Valid
Item 33	0.57	0.38	Valid
Item 34	0.48	0.38	Valid
Item 35	0.35	0.38	Invalid



NO	Number of Questions																														T	SCORE	
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28	Item 29	Item 30			
Student 1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	27	92	
Student 2	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	0	0	0	0	1	1	1	1	0	1	0	0	1	12	40	
Student 3	0	1	0	0	0	0	1	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	1	0	0	1	0	1	1	0	11	37	
Student 4	0	1	1	0	1	1	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	21	69	
Student 5	0	0	1	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	13	43	
Student 6	1	1	0	1	0	1	0	0	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	22	72	
Student 7	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	0	8	26
Student 8	1	1	1	1	1	0	1	1	0	0	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	0	0	1	20	66
Student 9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	27	92
Student 10	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	24	80
Student 11	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	23	77	
Student 12	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	25	83
Student 13	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	27	92	
Student 14	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	0	0	0	0	0	1	10	34	
Student 15	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	28	94	
Student 16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	29	97	
Student 17	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	97	
Student 18	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	83
Student 19	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	97	
Student 20	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	26	86	
Student 21	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	23	77	
Student 22	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	0	0	15	51
Student 23	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	27	92	
Student 24	0	1	0	0	0	0	1	1	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	1	1	0	1	12	40	
Student 25	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	26	86	
Student 26	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	26	86	
Student 27	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	28	94	
Student 28	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	27	92	
TOTAL SCORE																															2074		
MEAN SCORE																															74		

Hak Cipta Dilindungi Undang-Undang

State Islamic U

1. Dianggap mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan

The Answer Sheet of Simple Past Tense Test

NAME :

CLASS :

NO	A	B	C	D	E
1			X		
2	X				
3				X	
4	X				
5		X			
6					X
7			X		
8		X			
9			X		
10				X	
11		X			
12	X				
13					X
14			X		
15		X			
16			X		
17					X

18		X			
19		X			
20			X		
21		X			
22			X		
23		X			
24			X		
25	X				
26			X		
27		X			
28				X	
29	X				
30		X			
31					
32					
33					
34					
35					

- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The Answer Sheet of Simple Past Tense Test

20

NAME :

CLASS :

NO	A	B	C	D	E
1			X		
2	X				
3				X	
4		X			
5			X		
6		X			
7	X				
8			X		
9		X			
10				X	
11			X		
12					X
13		X			
14	X				
15			X		
16		X			
17				X	

18		X			
19			X		
20	X				
21		X			
22				X	
23			X		
24		X			
25			X		
26		X			
27	X				
28				X	
29		X			
30			X		
31					
32					
33					
34					
35					

- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The Answer Sheet of Simple Past Tense Test

NAME :

CLASS :

NO	A	B	C	D	E
1			x		
2	x				
3				x	
4			x		
5		x			
6			x		
7		x			
8		x			
9	x				
10		x			
11				x	
12		x			
13			x		
14				x	
15		x			
16	x				
17			x		

18		x			
19			x		
20	x				
21	x				
22		x			
23	x				
24			x		
25					x
26	x				
27			x		
28		x			
29		x			
30	x				
31					
32					
33					
34					
35					

- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

22

The Answer Sheet of Simple Past Tense Test

NAME :

CLASS :

NO	A	B	C	D	E
1		X			
2	X				
3				X	
4		X			
5	X				
6			X		
7				X	
8		X			
9			X		
10				X	
11		X			
12			X		
13		X			
14	X				
15			X		
16				X	
17		X			

18		X			
19			X		
20		X			
21			X		
22		X			
23	X				
24				X	
25			X		
26					X
27		X			
28			X		
29		X			
30					
31					
32					
33					
34					
35					

- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



The Answer Sheet of Simple Past Tense Test

29

NAME :

CLASS :

NO	A	B	C	D	E
1				x	
2			x		
3				x	
4	x				
5			x		
6		x			
7			x		
8					x
9			x		
10		x			
11				x	
12		x			
13			x		
14			x		
15		x			
16				x	
17			x		

18	x				
19			x		
20		x			
21			x		
22	x				
23		x			
24			x		
25				x	
26		x			
27			x		
28		x			
29	x				
30			x		
31					
32					
33					
34					
35					



WRITING RECOUNT PARAGRAPHS

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State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

Section:

1. This test is for a scientific research only.
2. There is no effect on the score of your English subject.
3. This test for about 45 minutes.
4. Thank you for your participation in doing this test.

Instruction:

1. Write down your name and class on the provided answer sheet!
2. Choose on of interesting topics below:
 - a. Holiday
 - b. Embarrassing experience
 - c. First experience
3. Write down the simple recount paragraphs based on an interesting topic chosen above at least three paragraphs consisting of orientation, series of events, and re-orientation!

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU



Assessment Aspects of Writing Recount Paragraph

Name: _____

Class: _____

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Series of Events c. Re-Orientation				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Simple Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Source from the rubric of the School

Explanation of score:

1 = Incompetent

2 = Competent enough

3 = competent

4 = superiority

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
 2. Dilarang mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim

2. Ditaring mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

No	Student	Content				Organization				Vocabulary				Grammar Features				Spelling & Punctuation				RAW SCORE	CONVERTED SCORE
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	Student-1			3				3				3			2				2			13	65
2	Student-2		2				2				2				2				2			10	50
3	Student-3			3				3			2				2				2			12	60
4	Student-4		2					3				3			2				2			12	60
5	Student-5		2				2				2				2				2			10	50
6	Student-6			3				3				3				3			2			14	70
7	Student-7		2				2				2				2				2			10	50
8	Student-8			3				3			2				2				2			12	60
9	Student-9			3				3				3				3			2			14	70
10	Student-10			3					4			3			3				2			15	75
11	Student-11			3				3				3			2				2			13	65
12	Student-12			3				3				3			2				2			13	65
13	Student-13			3				3					4			3			2			15	75
14	Student-14			3				3				3			2				2			13	65
15	Student-15			4					4			3				3				3		17	85
16	Student-16			4					4			3				3			2			16	80
17	Student-17			4					4			3				3			2			16	80
18	Student-18			3				3				3				3			2			14	70
19	Student-19			4					4			3				3			2			16	80
20	Student-20		2					3			2					3			2			12	60
21	Student-21			3				3				3			2				2			13	65
22	Student-22			3				3				3				3			2			14	70
23	Student-23			3				3				3			2				2			13	65
24	Student-24			3					4			3				3			2			15	75
25	Student-25			3				3				3			2				2			13	65
26	Student-26			4					4			3			2				2			15	75
27	Student-27			3				3				3			2				2			13	65
28	Student-28			3				3				3			2				2			13	65

No	Student	Content				Organization				Vocabulary				Grammar Features				Spelling & Punctuation				RAW SCORE	CONVERTED SCORE	
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	Student-1				4			4				3			2				2		3		16	80
2	Student-2			3					4			3			2				2				14	70
3	Student-3			3				3					4				4				4		18	90
4	Student-4				4				4				4				3				3		18	90
5	Student-5				4				4				4				3				3		18	90
6	Student-6				4				4			3					3		2				16	80
7	Student-7				4				4			3					3				3		17	85
8	Student-8				4				4			3					3				3		17	85
9	Student-9			3				3			2				2			1					11	55
10	Student-10				4				4			3			2				2				15	75
11	Student-11				4				4			3					3				4		18	90
12	Student-12				4				4			3			2				2				15	75
13	Student-13				4				4				4				4				4		20	100
14	Student-14			3				3				3			2				2				13	65
15	Student-15				4				4				4				3				4		19	95
16	Student-16				4				4			3			2				2				15	75
17	Student-17			3				3			2				2				2				12	60
18	Student-18			3				3			2				2				2				12	60
19	Student-19				4				4				4				3				3		18	90
20	Student-20				4				4				4					4			3		19	95
21	Student-21				4				4				4				3				4		19	95
22	Student-22				4				4				4					4				4	20	100
23	Student-23			3				3			2				2				2				12	60
24	Student-24				4				4				4					4				4	20	100
25	Student-25				4			3					4				3					4	18	90



Rater II,

Ywar
Kurma Budianti, M.Pd.

			3			3			3			3			3		15	75
				4			4			4			3			4	19	95
		3				3				4			3			4	17	85

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State Islamic Univ

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WRITING RECOUNT PARAGRAPHS TEST

Name :

Class :

The Experience about Selatbaru Beach

Last year, at the end of the year. My family and I decided to spend our holiday at Selatbaru beach in Bengkalis. ~~there~~

When we arrived at the beach, we were surprised to see the beautiful view of the beach. So we changed our shirt and played water. We rode our bikes down the beach for a while. Then we bought some chips and food. We drank ~~a~~ coconuts and ate nearby beach. The next day, we visited our grand father and grand mother.

The third day there, we decided to go home, when finally made it back home. we were totally exhausted because of the trip but we were it happy to travel such an amazing beach.

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WRITING RECOUNT PARAGRAPHS TEST

me :

ss :

20

Holiday

Last week, my family went to Yogyakarta. We visited many ~~place~~ places there.

First, we visited Perambanan Temple. Perambanan Temple was a beautiful temple we took some photos there. After that, we went to Gembira Loka Zoo. We saw many kinds of animals there. We looked ~~around~~ ^{around} ~~there~~ in that zoo and also took pictures of those animals.

After from Gembira ~~loka~~ Loka Zoo we went to Sahid Raya Hotel in Yogyakarta. The facilities made me comfortable during I stayed there.

— In the next day, we went to Siung Beach.

Siung Beach was very beautiful. Siung Beach was in Siung Kidul, about 2 hours from the center of Yogyakarta.

— For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

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- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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WRITING RECOUNT PARAGRAPHS TEST

Name :

Class :

First time entering Senior high school

When first time I am entering senior high school, I feel very happy, but whenever I feel scared and nervous because I find more experience, many friend, new teacher and new condition.

After several month, I am not afraid again. because I feel very happy with my new friend and a lot of new atmosphere that I found. and I began to feel comfortable with many friends. And now we enjoy the time senior high school before we continue to the world of higher education tomorrow. and went through the masses with learning truly. I lived this time with many memories.

In the third grade now. we focus on examinations and must be more active in learning. I hope we graduate with good grades to continue further education.

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- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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WRITING RECOUNT PARAGRAPHS TEST

Name :

Class :

22

Going To the zoo

Last Sunday my family and I went to the zoo, we went to the zoo at 7 in the morning by a car driven by my father. our work from my house to the zoo so far. need to 3 hours. Therefore we went early in the morning, at 10 a.m we arrived at the zoo. At that time the zoo was very crowded and filled by families who were on vacation.

after arriving, my father bought tickets to the zoo while we all waited in front of the entrance. ~~then~~ Then my father took us to enter the zoo. Once inside we started looking for a place to picnic. We were looking for a place around the field that was in the middle of the zoo.

We went around all animal's cages in the zoo and saw various animals. There were so animals that can be seen starting from the smallest animals such as monkey, birds to big animals such as elephant, bear and Gull.

after satisfied going around the zoo, we returned to the picnic area, to had rest and lunch. at 12 o'clock we had lunch together in picnic spot. after that we cleaned up our picnic spot and then went around the zoo once again to take pictures together. After time showed at 14:00 we all went home.

That day I was very pleased to be able to spend my time with my family, and I ~~to~~ very happy about that.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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WRITING RECOUNT PARAGRAPHS TEST

Name :

24

Class :

My Old - Fashioned Hobby ♥

I've just received my 8th postcard about 1 week ago. I know, sending postcard sounds a lil' bit old-fashioned. But here I am trying this new hobby.

Back to 2017, I visited a friend of my sister from Bali. Long story short, after chit chat, I took a look at her room (reading room exactly) and found out so many postcards. Moscow, Belgia, Cyprus, Utopia and many other countries that written in the postcard address. A few days later, I did some research about 'how to sent a postcard' and other informations like 'how to buy postcard and stamp', 'how to find a penpal' — someone you write friendly letters to and receive letters from, although the two of you may never have met.

After I've done preparing the needs, finally I sent a postcard, my very first postcard to Sabine from Germany. It took about 1 week to reach Germany. That's pretty fast, don't you think?

Now I've got the 3rd postcard from Sabine. She seems quite a unique person. She has a flower shop and she told me alot about it. Everytime I got reply postcard from Sabine, there will always a little flower that glued to the postcard.

Nowadays, even though postcard kinda old-fashioned thing, it have become a thing as when people are away on holiday, they will choose to send this 'wish you were here' or 'I had such a great time here!' messages. I mean, what's more heart-touching than that?

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SILABUS PEMBELAJARAN

: MAN 2 Model Pekanbaru

: X (Sepuluh)

: Bahasa Inggris

: 3 Jam Pelajaran

: 2 (Dua)

:

: Menghargai dan menghayati ajaran agama yang dianutnya

: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

1. **Hasil Belajar**
a. Pengetahuan
b. Keterampilan
c. Sikap
2. **Indikator**
a. Pengetahuan
b. Keterampilan
c. Sikap
3. **Penilaian**
a. Pengetahuan
b. Keterampilan
c. Sikap
4. **Penyusunan Laporan**
a. Pengetahuan
b. Keterampilan
c. Sikap
5. **Penyusunan Laporan**
a. Pengetahuan
b. Keterampilan
c. Sikap
6. **Penyusunan Laporan**
a. Pengetahuan
b. Keterampilan
c. Sikap
7. **Penyusunan Laporan**
a. Pengetahuan
b. Keterampilan
c. Sikap
8. **Penyusunan Laporan**
a. Pengetahuan
b. Keterampilan
c. Sikap
9. **Penyusunan Laporan**
a. Pengetahuan
b. Keterampilan
c. Sikap
10. **Penyusunan Laporan**
a. Pengetahuan
b. Keterampilan
c. Sikap



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>1. Mengangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>2. Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman <p>Melakukan refleksi tentang proses dan hasil belajar.</p>
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i> dan <i>present perfect tense</i>)</p> <p>Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>menanyakan, dsb.</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. - Adverbial dengan <i>since</i>, <i>ago</i>, <i>now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>tekanan kata yang tepat</p> <ul style="list-style-type: none"> - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut <p>Melakukan refleksi tentang proses dan hasil belajar</p>
<p>3. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</p> 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar,



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>b. Mengungkapkan secara lisan dan tulis peristiwa bersejarah</p> <p>1. Mengungkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p> <p>2. Menyusun teks <i>recount</i> lisan dan tulis pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur Teks <p>Dapat mencakup:</p> <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbial penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbial dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>dan bertanya jawab tentang isi teks</p> <ul style="list-style-type: none"> - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya <p>Melakukan refleksi tentang proses dan hasil belajar.</p>
<p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</p> • Struktur Teks <p>Dapat mencakup:</p> 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didikatkan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur



Kompetensi Dasar

Materi Pembelajaran

Kegiatan Pembelajaran

<p>penggunaannya</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, legenda dan tulis sederhana terkait benda rakyat</p>	<ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>teks, dan unsur kebahasaan yang ada</p> <ul style="list-style-type: none"> - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
<p>Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu <p>Melakukan refleksi tentang proses dan hasil</p>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>© Hak cipta</p> <p>Hak Cipta Dilir</p> <p>1. Dilarang m</p> <p>a. Pengutip</p> <p>b. Pengutip</p>	<ul style="list-style-type: none"> • Topik <p>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	<p>belajarnya</p>

Mengetahui;
MAN 2 Model Pekanbaru

(Norerlinda)
NIP. 19591001 198903 1 002

Pekanbaru, 10 November 2018

Guru Mapel Bahasa Inggris,

(Nelly Agustin, S.Pd)
NIP. 19761204 200312 2 003

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TABEL R STATISTIKA
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<http://rumushitung.com>

DF = n-2	0,1	0,05	0,02	0,01	0,001
	r 0,005	r 0,05	r 0,025	r 0,01	r 0,001
1	0,9877	0,9969	0,9995	0,9999	1,0000
2	0,9000	0,9500	0,9800	0,9900	0,9990
3	0,8054	0,8783	0,9343	0,9587	0,9911
4	0,7293	0,8114	0,8822	0,9172	0,9741
5	0,6694	0,7545	0,8329	0,8745	0,9509
6	0,6215	0,7067	0,7887	0,8343	0,9249
7	0,5822	0,6664	0,7498	0,7977	0,8983
8	0,5494	0,6319	0,7155	0,7646	0,8721
9	0,5214	0,6021	0,6851	0,7348	0,8470
10	0,4973	0,5760	0,6581	0,7079	0,8233
11	0,4762	0,5529	0,6339	0,6835	0,8010
12	0,4575	0,5324	0,6120	0,6614	0,7800
13	0,4409	0,5140	0,5923	0,6411	0,7604
14	0,4259	0,4973	0,5742	0,6226	0,7419
15	0,4124	0,4821	0,5577	0,6055	0,7247
16	0,4000	0,4683	0,5425	0,5897	0,7084
17	0,3887	0,4555	0,5285	0,5751	0,6932
18	0,3783	0,4438	0,5155	0,5614	0,6788
19	0,3687	0,4329	0,5034	0,5487	0,6652
20	0,3598	0,4227	0,4921	0,5368	0,6524
21	0,3515	0,4132	0,4815	0,5256	0,6402
22	0,3438	0,4044	0,4716	0,5151	0,6287
23	0,3365	0,3961	0,4622	0,5052	0,6178
24	0,3297	0,3882	0,4534	0,4958	0,6074
25	0,3233	0,3809	0,4451	0,4869	0,5974
26	0,3172	0,3739	0,4372	0,4785	0,5880
27	0,3115	0,3673	0,4297	0,4705	0,5790
28	0,3061	0,3610	0,4226	0,4629	0,5703
29	0,3009	0,3550	0,4158	0,4556	0,5620
30	0,2960	0,3494	0,4093	0,4487	0,5541
31	0,2913	0,3440	0,4032	0,4421	0,5465
32	0,2869	0,3388	0,3972	0,4357	0,5392
33	0,2826	0,3338	0,3916	0,4296	0,5322
34	0,2785	0,3291	0,3862	0,4238	0,5254
35	0,2746	0,3246	0,3810	0,4182	0,5189
36	0,2709	0,3202	0,3760	0,4128	0,5126
37	0,2673	0,3160	0,3712	0,4076	0,5066
38	0,2638	0,3120	0,3665	0,4026	0,5007
39	0,2605	0,3081	0,3621	0,3978	0,4950
40	0,2573	0,3044	0,3578	0,3932	0,4896
41	0,2542	0,3008	0,3536	0,3887	0,4843
42	0,2512	0,2973	0,3496	0,3843	0,4791



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 2**

AKREDITASI : A

(NSM : 131114710002 NPSN.10498812)

Jalan Diponegoro No. 55 Telephon./Faximile.(0761) 23242 Pekanbaru

Website: <http://www.man2pku.sch.id> Email : info@man2pku.sch.id, m2m_pku@yahoo.com



SURAT IZIN PRA RISET

Nomor : 240 /Ma.04.7/PP.00.6/ 03 / 2018

Yang bertanda tangan di bawah ini, **Kepala Madrasah Aliyah Negeri 2 Pekanbaru**,
menerangkan bahwa :

Nama : **WAHYUNI YENDRIANI**
NIM : 11414200215
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau
Jurusan : Pendidikan Bahasa Inggris
Jenjang : S1

bahwa nama tersebut di atas kami izinkan untuk melaksanakan Pra Riset di MAN 2 Pekanbaru.

Demikian Surat Izin Pra Riset ini dibuat untuk dipergunakan sebagaimana mestinya,
terima kasih.

Dikeluarkan di : Pekanbaru
Pada Tanggal : 27 Maret 2018

Kepala



NORERLINDA



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 2
AKRIDITASI : A

(NSM : 131114710002 NPSN.10498812)

Jalan Diponegoro No. 55 Telepon / Faximile. (0761) 23242 Pekanbaru

Website: <http://www.man2pku.sch.id> Email: info@man2pku.sch.id. m2m_pku@yahoo.com



SURAT IZIN RISET

Nomor : 13/Ma.04.7/PP.00.6/ 03/ 2019

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri 2 Pekanbaru,
menerangkan bahwa :

Nama : **WAHYUNI YENDRIANI**
NIM : 11414200215
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau
Jurusan : Pendidikan Bahasa Inggris
Jenjang : S1

bahwa nama tersebut di atas Kami izinkan untuk melaksanakan Riset di MAN 2
Pekanbaru

Demikian Surat Izin Riset ini dibuat untuk dipergunakan sebagaimana mestinya, terima
kasih.

Dikeluarkan di : Pekanbaru
Pada Tanggal : 11 Maret 2019

Kepala



[Signature]
NORERLINDA



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 2

AKREDITASI : A

(NSM : 131114710002 NPSN.10498812)

Jalan Diponegoro No. 55 Telepon / Faximile. (0761) 23242 Pekanbaru

Website: <http://www.man2pku.sch.id> Email: info@man2pku.sch.id, m2m_pku@yahoo.com



SURAT KETERANGAN

Nomor : Ma.04.7/PP.00.6/076/ 2019

Yang bertanda tangan di bawah ini, **Kepala Madrasah Aliyah Negeri 2 Pekanbaru**,
menerangkan bahwa :

Nama : **WAHYUNI YENDRIANI**
NIM : **11414200215**
Fakultas : **Tarbiyah dan Keguruan UIN Suska Riau**
Jurusan : **Pendidikan Bahasa Inggris**
Jenjang : **S1**
Alamat : **Pekanbaru**

bahwa nama tersebut diatas telah selesai melaksanakan penelitian di **MAN 2 Pekanbaru**
dengan judul **"THE CORRELATION BETWEEN SIMPLE PAST TENSE OF MASTERY AND
THEIR ABILITY IN WRITING RECOUNT PARAGRAPHS AT THE ELEVENTH GRADE OF MAN
2 MODLE PEKANBARU"**

Demikian Surat Izin Riset ini dibuat untuk dipergunakan sebagaimana mestinya, terima
kasih.

Dikeluarkan di : Pekanbaru
Pada Tanggal : 5 April 2019

Kepala





PEMERINTAH KOTA PEKANBARU

BADAN KESATUAN BANGSA DAN POLITIK

JL.ARIFIN AHMAD NO 39 TELP. – FAX : (0761) 39399 PEKANBARU



REKOMENDASI PENELITIAN

Nomor : 071/BKBP-REKOM/2019/338

232018

- a. Dasar : Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMTSP/NON IZIN-RISET/17685 tanggal 22 Januari 2019, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru memberikan Rekomendasi kepada :

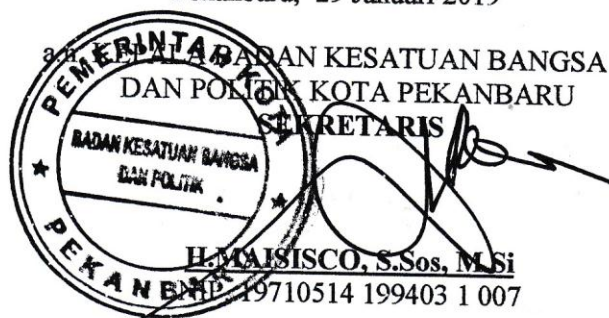
1. Nama : WAHYUNI YENDRIANI
2. NIM : 11414200215
3. Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Judul Penelitian : THE CORRELATION BETWEEN STUDENTS' MASTERY OF SIMPLE PAST TENSE AND THEIR ABILITY IN WRITING RECOUNT PARAGRAPHS AT THE ELEVENTH GRADE OF MAN 2 MODEL PEKANBARU
7. Lokasi Penelitian : DINAS PENDIDIKAN KOTA PEKANBARU

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 2 (dua) bulan terhitung mulai tanggal Rekomendasi ini dibuat.
3. Berpakaian sopan, mematuhi etika kantor/lokasi penelitian, bersedia meninggalkan Photo Copy Kartu Tanda Pengenal.
4. Menyampaikan hasil Riset 1 (satu) rangkap kepada Badan Kesatuan Bangsa dan Politik Kota Pekanbaru sesuai pasal 23 PERMENDAGRI No.64 Tahun 2011.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 29 Januari 2019



Tembusan

Di Sampaikan Kepada Yth :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
2. Yang Bersangkutan.



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/17685
T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/20706/2018 Tanggal 7 Desember 2018**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|--|
| 1. Nama | : | WAHYUNI YENDRIANI |
| 2. NIM / KTP | : | 11414200215 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE CORRELATION BETWEEN STUDENTS' MASTERY OF SIMPLE PAST TENSE AND THEIR ABILITY IN WRITING RECOUNT PARAGRAPHS AT THE ELEVENTH GRADE OF MAN 2 MODEL PEKANBARU |
| 7. Lokasi Penelitian | : | MAN 2 MODEL PEKANBARU |

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 22 Januari 2019



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

amat : Jl. F. R. Soebrantas Km. 15 Tar. pan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

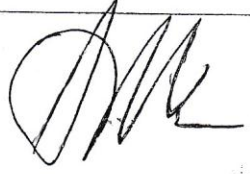

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa
Nomor Induk Mahasiswa
Hari/Tanggal Ujian
Judul Proposal Ujian

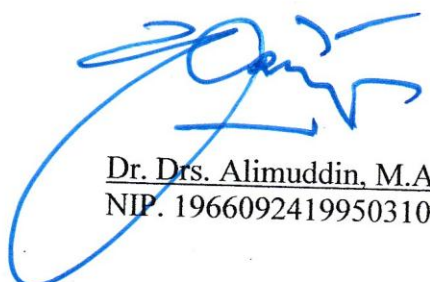
Wahyuni Yendriani
11919200215
Rabu / 6 Juni 2018
The Correlation Between Students' Mastery of Simple
Past Tense and Their Ability in Writing Pecount
Paragraphs at Eleventh Grade of MAN 2 Model
Pekanbaru

Isi Proposal

: Proposal ini sudah sesuai dengan masukan dan saran yang
Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Harun Natasha	PENGUJI I		
2.	Cut Raudhah M. Mpd	PENGUJI II		

Mengetahui
Pekanbaru,.....
a.n. Dekan
Wakil Dekan I


Dr. Drs. Alimuddin, M.Ag
NIP. 196609241995031002

Peserta Ujian Proposal



Wahyuni Yendriani
NIM. 11919200215



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 10 Tampan Pekanbaru Riau 28122 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 711124

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. H. Sutarmo, M. Ag
a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Wahyuni Yendriani
4. Nomor Induk Mahasiswa : 11414200215
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
		Penambahan referensi bab 2		
		Correction for grammar chap 1-3		
		Bimbingan Instrument		
		koreksi + referensi bab 4-5		
		Numbering		
		Bimbingan Abstrak		

Pekanbaru, 20..
Pembimbing

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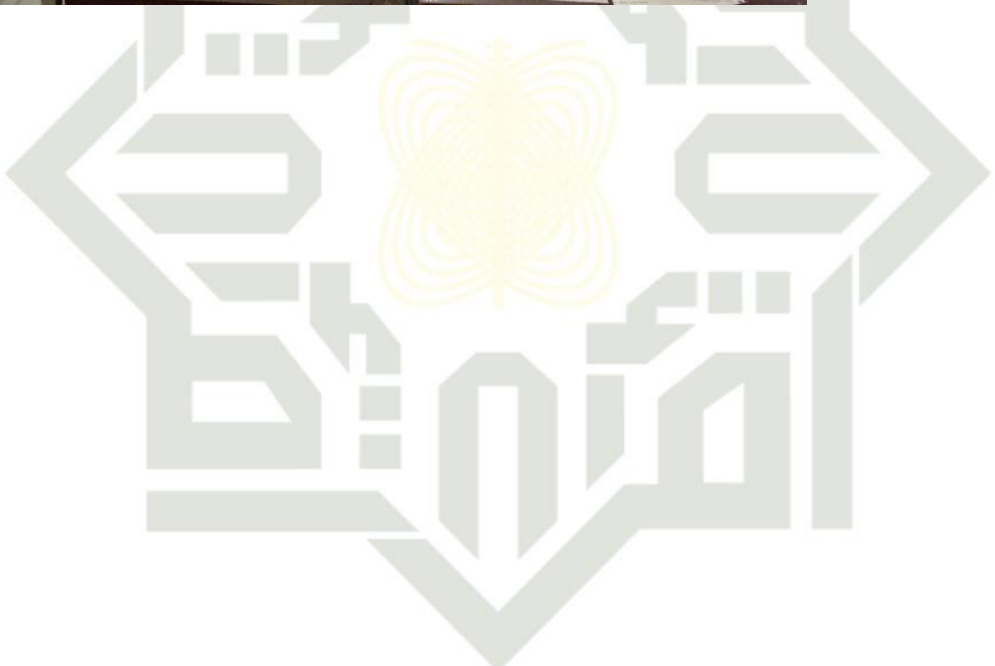
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



Wahyuni Yendriani, she was born on September 12th, 1996 in Pekanbaru. She is the second child of Mr. Yendri Chan and Mrs. Minarni. She had finished her study in Pekanbaru at As-Shofa Islamic Elementary School (2008), at As-Shofa Islamic Junior High School (2011). Then, she continued at MAN 2 Model Pekanbaru (2014).

Then, at the year of 2014, she continued her study at Department Of English Education, Faculty of Education and Teacher Training in State Islamic University of Sultan Syarif Kasim Riau. In finishing her study at the university to fulfill requirements for Undergraduate Degree in English Education Department, she conducted the research on February to March 2019 by the thesis entitled: *The Correlation between Students' Mastery of Simple Past Tense and Their Ability to Write Recount Paragraphs*.